
DESIGNING FOR SOCIAL LEARNING

*Taking the "Groan"
Out of Group Work*

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Questions

For Designing Social Learning

What is the goal for the social learning?

- How is the assignment aligned with competencies, objectives, transferable skills?
 - What other “soft skills” would the group work support?
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What type of social learning will you be designing?

- Will it be traditional or non-traditional group work?
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What is the length of time students will be expected to work together?

- Will group work be designed in one module, several, or the entire course?
- Are the expectations and timeline realistic and attainable?



More Questions

For Designing Social Learning

Will social learning improve student learning & performance?

- Will this be assumed or measured?
 - Will opportunities for self-reflection or peer evaluation be included?
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Will additional technology be needed to support the designed social learning?

- What type of tech tool is needed?
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What support materials will students & faculty need to be successful?

- Will instructions, FAQs, rubrics, or other media be needed?



Technology Tools for Social Learning

CURATION & ANNOTATION TOOLS

- Hypothes.is
- Diigo
- Wakelet
- Scoop.it
- Hylighter

BRAINSTORMING TOOLS

- Google Docs
- Dropbox Paper
- Trello
- ASANA
- Padlet
- Mindomo
- Tricider
- Mural.co

More Technology Tools for Social Learning

COMMUNICATION TOOLS

- Slack
- Whatsapp
- Google Hangouts
- Zoom
- Talky
- WebEx
- Skype

MEDIA & VIDEO TOOLS

- Canva
- Sutori
- Emaze
- Adobe Spark
- Knightlab
- Flipgrid
- VoiceThread
- Canvas Studio

Principles,
Practices, and
Theories
that
support
Social Learning



High-Impact Educational Practices for Student Engagement and Retention

Kuh's Ten Practices

- First-year seminars and experiences
- Common intellectual experiences
- *Learning communities*
- Writing-intensive courses
- *Collaborative assignments and projects*
- Undergraduate research
- *Diversity/global learning*
- *Service-learning and community-based learning*
- Internships
- Capstone courses and projects

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George D. Kuh

Ensuring Quality & Taking High-Impact Practices to Scale by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed



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Seven Principles for Good Practice in Undergraduate Education.

Chickering and Gamson's Seven Principles

- Encouraging student-faculty contact
- *Encouraging cooperation among students*
- Encouraging active learning
- Giving prompt feedback to students
- Emphasizing time on task
- Communicating high expectations
- Respecting diverse talents and ways of learning

Seven Principles for Good Practice in Undergraduate Education by Arthur Chickering and Zelda Gamson



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Seven Principles to Guide the Use of Educational Technology in College Teaching

Bruff's Seven Principles

- Giving students a hard problem or challenging experience can help them get ready for learning.
- To learn new skills, students need practice applying those skills and to receive feedback on that practice.
- The more we understand what and how our students are learning, the more responsive we can be to their learning goals.
- Providing students with visual ways to organize their knowledge can help them remember and use that knowledge.
- When students work with new material using different kinds of media, they are better able to learn the material.
- *Structured ways for students to learn from and with each other can enhance the learning experience for all students.*
- Connecting students to authentic audiences for their work can motivate students toward deeper learning.

Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching (Teaching and Learning in Higher Education) by Derek Bruff



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Seven Principles for Good Practice

Sorensen and Baylen's Principles

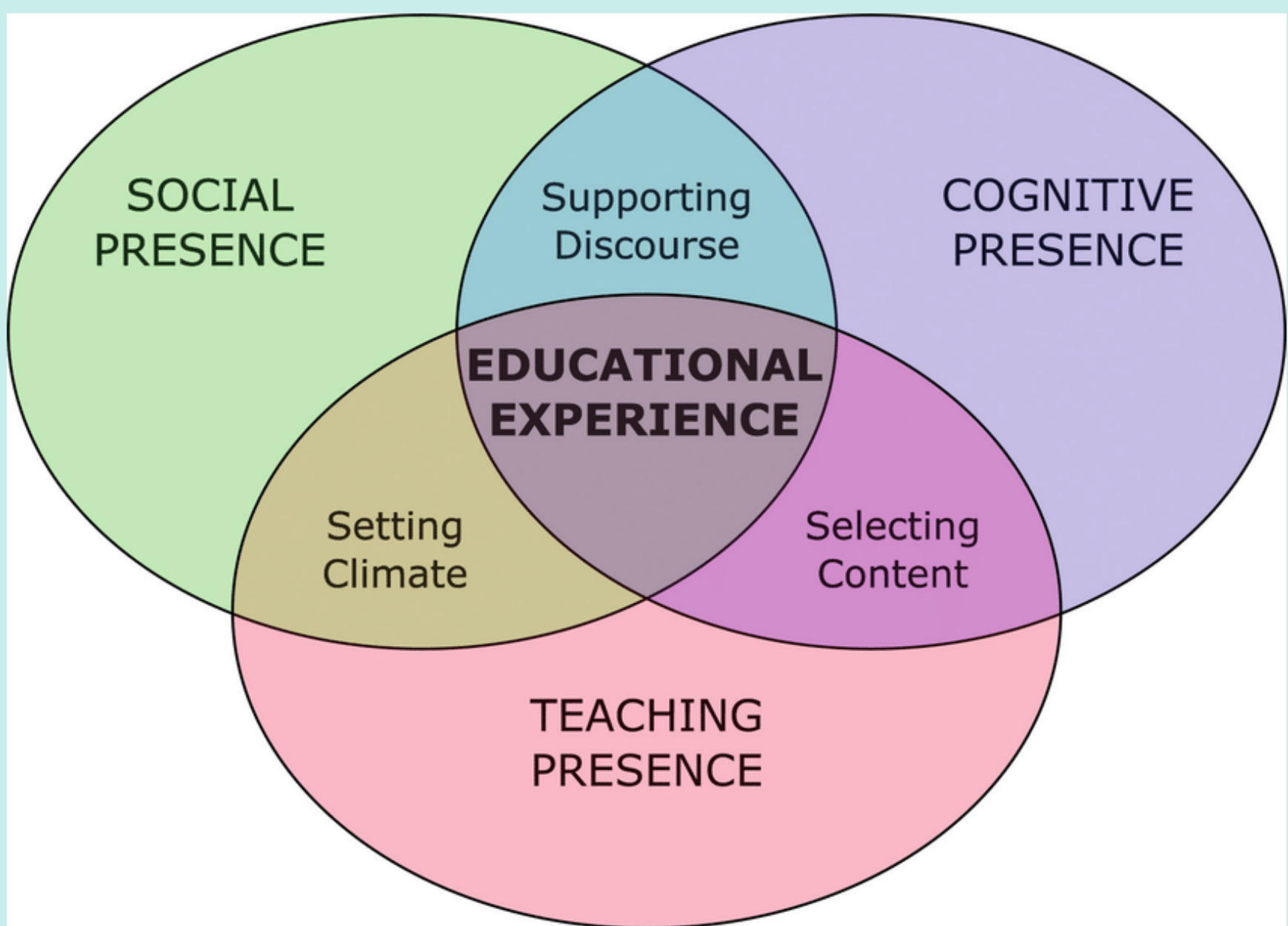
- Student-teacher contact, a principle focusing on the interaction between a student and instructor in an online environment.
- *Cooperation among students, a principle for effective teaching focusing on cooperation among students.*
- Active learning, a principle emphasizing the importance of students to engage in meaningful learning activities and reflection on the process.
- Prompt feedback, a principle focusing on giving guidance and feedback to ensure students are on the right track in terms of meeting course learning objectives.
- Time on task, a principle concentrating on giving students assistance and guidance for managing their time in an online environment.
- Communicate high expectations, a principle based on the theory that when instructors communicate to their students about high expectations for the course, students will aim to meet these expectations.
- Respect diverse ways of learning, a principle ensuring instructors are developing and implementing a wide variety of instructional strategies to meet the diverse population of students.

Designing a Community of Inquiry in Online Courses
by Holly Fiock



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The Community of Inquiry (CoI) Model



Designing a Community of Inquiry in Online Courses
by Holly Fiock

Online educators' recommendations for teaching online: Crowdsourcing in action by Joanna Dunlap and Patrick Lowenthal



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Constructivism

Vygotsky, Piaget, Dewey, and Bruner

"Learners create knowledge through experiences."

Social Learning Theory

Bandura

"Learners acquire modeled behavior and attitudes through observation."

Connectivism

Siemens

"Learners process information networks."

Connectivism: A Learning Theory for the Digital Age by
George Siemens



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Research

On Social Learning

Andrews, C., Chartrand, G. & Hickey, D. (2019). Expansively framing social annotations for generative collaborative learning in online courses. Retrieved from <https://www.researchgate.net/publication/334599557> Expansively framing social annotations for generative collaborative learning in online courses

Bolduc-Simpson, S., Simpson, M. (2012). Social Places in Virtual Places: Creating a Social Learning Community in Online Courses. *Distance Learning*. 9. 33-42. Retrieved from <https://www.researchgate.net/publication/321443160> Social Places in Virtual Places Creating a Social Learning Community in Online Courses

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